This assignment was completed by using Microsoft Excel and Microsoft Word. In Excel we had to use several different features to create graphs. We had to input data to the graph, label the axis, label the chart and export it to Microsoft Word. We also learned how to interpret the data and design the chart or graph so that others could easily interpret the data.

Figure 1 show the value of the New Zealand dollar and the Australian dollar to a constant value of one US dollar from the website www.oanda.com/convert/fxhistory. The line graph can represent a change of value over a period of time (in this case 13 months). Based on this graph, the best time to visit New Zealand would be right now in October 2008. Currently the US$ is worth more in these two Countries than in the past year. There has been a very weak US$ this past year and now it is starting to strengthen. With these exchange rates right now, you get more NZ$ and more AU$ for your US$ than in the recent past. You will have more money to spend in that country.

Figure 2 shows the number of students registered this semester for our TSM 251 class according to the list on Angel. With a pie graph you are able to show the relationship of two ore more things using percentages. You can easily show the percent of a whole.
Figure 2. Students registered for TSM 251 on Angel.

Figure 3 shows the relationship of searching for nonpoint source pollution in the Google search engine using quotations and not using quotations. The search with the quotation marks. The bar graph works well to show this relationship because the values are very large. You are also not trying to show a percent of a whole when presenting data like this and therefore a pie graph would not work.
Figure 4 shows the relationship of male to female students in Michigan Agricultural Education. The relationship shows that there are a few more males than females in high school Agricultural Education. A pie graph shows this relationship effectively because it shows a percentage of a whole.

Figure 4. Michigan Students in Agricultural Education (males and females).

Figure 5 shows the comparison of different high school age groups of students enrolled in Michigan Agricultural Education programs. The age groups are relatively the same with juniors and seniors having slightly higher enrollment. This is most likely because Tech Centers with Agricultural programs usually only allow juniors and seniors to enroll. Pie graph shows the relationship the best because it shows the percentage of a whole.

Figure 5. Age groups in Michigan Agricultural Education.
During this assignment I learned a variety of things that will be put use in the future. I initially had to learn how to take data that was put into Excel and convert it to a graph. Once I learned this, I had to figure out how to label the graphs the right way so that they conform to the guidelines that were given to us. I also learned to cite the information in the graphs and that the graph or figure will always come after the text. I think I will use this information in the future frequently.